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**ELED 310**

**Whereto Framework: Environment and Society**

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**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

In order for students to learn how people have created and shaped their communities over time, it is important for me to help them develop an understanding of how people in communities interact with their environment, develop and use technology, and use human and natural resources to help their community grow. In order for our students to know what they’ll be learning, they need to know how important our community’s history is to us today. We will begin the unit with learning about the members of our communities and what makes up a community. At the end of our unit, the students will be asked to develop a 3-D model presentation of their assigned community (rural, suburban, and urban).

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

We will begin our unit with a book titled, *Turn of the Century* by Ellen Jackson. This book is great to read at the beginning of the unit or the beginning of the school year because it shows how everyday life has changed over the past 1000 years. After our reading, I will ask “How Can We Build a Successful Community?” We will use a KWL chart to ask students what they know about their community; what would they like to know about their community; and what they learned about their community. I will also have a variety of photographs of different types of landforms, and architecture, such as their local police department, fire department, grocery stores, banks, homes, shopping centers, and even adobe and brick structures, found in their own communities and invite students to point out the landforms and or buildings they recognize or have seen in their community.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

Students will study the role of their community members and how they came to live in the community they live in. They will also compare their own cultural background to those of different cultures and compare how they are alike and different. They will also learn how individuals in the community contributed to the expansion or creation of their community. To relate this to the students, we will explore our own community by learning about the existing natural resources and identify the reasons why the people of their community live in that community. As we go along through our lesson(s), we will continue to learn what makes a community so that they can build their own community for their final assessment. Through this learning experience, they will be able to understand the ways in which people adapt to their environment and change the world they live in.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

As a class, we will be continually referring to our KWL chart as we learn about the ways in which their community is developed. As we progress, the students will be able to see the importance of how communities adapt to their environment and how the environment is adapted to its community. A rubric will be provided for their final presentations to ensure that there is an understanding of what needs to be included in their final project.

**E= How will I promote students' self evaluation and reflection?**

At the beginning of their English/Language Arts period, I would test the students’ connection to the content by asking them to journal/reflect on one daily essential question such as, “What do you know about how people lived in the past? How did they move from place to place? How do you get from place to place in your community? Why might people wish to build a community in an area where there are many trees?

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

Students can read books at their own level, pursue their own questions, and develop their presentation based on what they learned and interpreted and based on their interests.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

Students will be engaged in experiments, observations, looking at books, websites, photographs, documents, etc. They will be taught how to organize this information in their journals so that it answers the daily essential questions and their own questions. They will use venn diagrams and KWL charts throughout the lesson. They will be shown how to use the information gathered in order to make their presentation to their other classmates.